

Larwood School

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WHAT WE KNOW ABOUT OURSELVES-LARWOOD SCHOOL SELF EVALUATION SERIES 2018-19

FOCUS: LEADERSHIP AND MANAGEMENT

This report should be read alongside others in the 'What we know about ourselves' section of the website or internal server.

CONTEXT

Larwood School is a primary school for pupils with social, emotional and mental health difficulties (SEMH) and all pupils have an Educational Health Care Plan. Pupils are referred to us as part of a panel system organised by Hertfordshire. Key factors to consider as part of this year included:

- During the course of 2018-19, we added to our capacity from 64 day pupils to 80 day pupils. This was due to a residential unit consultation that concluded by closing that unit and opening an additional 12 day places. The extra day spaces are all for pupils who have an SEMH diagnosis and autism. This is called The Space Hub
- During the course of the year, around 60% of our pupils either had a formal diagnosis of autism or had the traits of autistic behaviour
- We started to provide an outreach service for primary schools within Stevenage. This was contracted by our Developing Specialist Provision Locally (DSPL) and staffed this appropriately.
- Throughout the year, we supported a local secondary SEMH School (Brandles) that had gone into Special Measures following inspection in 2018. Continued discussion and work has taken place for use to be able to sponsor them and for them to become part of Larwood Academy Trust.
- We reviewed and changed our curriculum ready for implementation in September 2018, alongside a new assessment system. This is the Chris Quigley Essentials curriculum and the Depth of Learning assessment that works alongside the CG curriculum. This all took place before the big Ofsted focus on the curriculum!
- *All of our pupils have all experienced exclusion and at least 1 term away from education.*
- *The vast majority of pupils arrive at Larwood having been receiving part time education. One hour a day quite often being the norm.*
- *3 pupils last year attended 5 schools. 2 pupil has been at 4 schools, 32 pupils had been at 3 schools and the rest of the cohort had been at 2 schools. Therefore, 49% of the cohort had been at, at least two schools before Larwood. 1 pupil had been permanently excluded from both mainstream and specialist provision.*



It is appropriate to state that all of our pupils have experienced the challenges and issues that any officially designated pupil premium pupil may have.

Please note there are specific characteristics of this cohort which include family related breakdown including pupils witnessing violent incidents, legal proceedings, medication issues, family upheaval/displacement, and drug and alcohol related issues.

OVERALL GENERAL PROFILE FOR THE SCHOOL DURING 2018-19

Year	Number of pupils and % change over the year	Boy/girl	% Autistic Spectrum Condition	% 2years plus at Larwood	Profile Low/Mid/High
1	2-100%	Boy	100%	0	100/0/0
2	6-50%	Boys	67%	0	80/20/0
3	9-44%	Boys	78%	22%	77/11/11
4	20-35%	19 B 1G	65%	5-15%	75/15/0
5	17-53%	13B 4G	70%	6-35%	72/12/6
6	27-22%	25B 2G	52%	11-48%	80/15/5

KEY POINTS ARISING FROM THIS PROFILE WITH IMPACT ON FUTURE PRACTICE:

1. The biggest 'in year' pupil variation took place for Yr 1 (100% but only 2 pupils) followed by Year 5 (53%). The range of in-year variation with pupil growth was between 22% (Yr 6) and Year 1. Limited growth in Year 6 is helpful for established pupils and staff but is impossible to predict or control. Our current pupil induction process seems to allow the vast majority of pupils to arrive and settle down quickly, many of which then make rapid and sustained progress. We need to continue to refine and replicate this practice.
2. We remain heavily boy orientated with 7 girls in the school during 2018-19. We must continue to review our provision for girls and their needs as individuals and as a group as the year progresses. Our practice evolved this year, and additions such as girl only PSHE sessions and a broader range of activities were met positively by pupils.
3. We continue to have a high proportion of pupils with autism, and with the opening of The Space Hub, this has got even higher! This varies from 52% in Year 6 to -100% in year. Pursuing best practice for autistic children is in the best interests of all and our Hub needs to develop into a beacon for potential replication across Hertfordshire
4. We are dominated by a low ability profile across the school based on very sketchy previous assessments. However, our own internal assessments also prove that there are huge gaps in learning and development for all pupils upon entry to Larwood.



PROCESS AND RIGOR RELATED TO SELF-EVALUATION AND HOW THIS IS THEN USED.

As a school, we have developed a comprehensive and critical approach towards our own self-evaluation. The process operates as follows:

Daily review of pupil performance and well-being via the **reflection process**. Questions used are:

What has gone well and should be repeated?

What didn't go so well and should be avoided?

Celebration of 'magic moments'



This feeds into a **weekly SLT meeting**, based on data drawn from Behaviour Watch, and leads to us critically asking how we can make the next day/hour/week better for our pupils? (Friday-8:00am)

An additional weekly SLT meeting (3.50 until finished) reviews any matters of a strategic nature, again using data where possible.



We **review our own pupil performance data on a half-termly/termly basis**, which generates some professional development training sessions and pupil interventions.



Information is sought from parents, pupils, staff and governors at various times during the year to assess our performance in a variety of ways. For example, there is an annual Governing Body Training Day whereby all governors visit classes to see how we work and generate critical questions based on their visits, we generate staff and parent surveys, staff are involved in strengths, weaknesses and next type activities.



Half-termly moderation of assessments and moderation of assessments with Local Authority/School Colleagues during the year.

We work with an external advisor, who is also an Ofsted Inspector to review our work, assess our own internal judgements such as lesson observations and data analysis, as well as helping to develop staff.



Annual '**What we know about ourselves**' self-evaluation reports, written by the Headteacher covering Behaviour, Attendance and Exclusion, Teaching and Learning, Pupil Progress and Achievement, Pupil Premium, Sports Premium, Children Looked After, Residential Provision and Leadership and Management.



Individual plans related to various areas of school improvement and created using school based and external data. For example, to focus on the improvement of extended writing in terms of quality and quantity over time. Annual review of progress as noted above.



Creation of School Development Plan, which last for three years.

Ofsted Inspection aligned with time scale for Schools judged as 'good' during their last inspection

Question/Challenge - How can we add to this already strong and consistent process for the future?

POSITIVE DEVELOPMENTS DURING 2018-19

- **School vision, ambition and expectations.** At the start of the academic year, we set ourselves some very challenging targets in variety of areas. This included doing more with one member of the leadership team away (maternity leave), exploring the possibility of sponsoring another school via the DFE and our academy status, starting completely new assessment procedures alongside a new curriculum and closure of our residential unit (via consultation) and the opening of a specialist hub for SEMH pupils with autism.
- **School vision, ambition and expectations.** Our pupil progress data has remained strong in most areas, with some variation at SAT's performance level. **For the first time in the school's history, a pupil achieved a maximum possible school for reading in a SATs test. 25/27 pupils accessed the SAT's tests.** The use of the new Chris Quigley Depth of Learning



assessment scheme took time to 'bed in' but indicates good progress for the vast majority of pupils, many of which are in line with mainstream expectations. **Some year groups, in some subjects have achieved 80% progress rates, for example, writing in Yr2/yr5, reading in YR 1 and Yr 3, and Math's in Years 3, and 6.**

- **School vision, ambition and expectations-Governance.** Throughout the year, the governing body have committed time and energy to challenge and support the school. This has included the additional responsibility of potential sponsorship for another school, the continued expansion of knowledge needed as an academy in terms of financial accountability and ensuring that the pupils received the best quality/value of education possible. Such dedication was duly noted via Hertfordshire's own award system whereby **the Chair of the Governing Body was assessed and awarded the Hertfordshire Governor of the Year Award.** Another first in the history of our school!
- **School vision, ambition and expectations-Two pupils from Year 6 returned to mainstream settings during the secondary transfer process.**
- **School vision, ambition and expectations.** Sharing our skills and knowledge with others. We had numerous examples of this during the course of the year. This included the **potential sponsor of an SEMH secondary school** in an Ofsted category, but more importantly the Headteacher, Deputy Headteacher and Business Manager all supported the school at various times during the year. Clear impact has been demonstrated via an Ofsted monitoring report, visits by their school improvement partner, reduced need for RPI and lowering of incidents. Notably, this year the school concerned had their biggest ever cohort for Year 7. Additionally, having secured the contract for locality **outreach.** This has involved staffing, promotion and dedicated services that support pupils and staff in their schools, as well as delivering a number of training sessions (**inreach**) at Larwood. **In our locality in 2017/18, permanent exclusions had risen from 3 to 6 (50% increase) and fixed term exclusions had risen from 187 to 265 (30% increase). During the course of the year where we started provide specific behavioural support (2018/19) there were 7 permanent exclusions (a rise of 1 child or 14% compared to before we had started) and 93 fixed term exclusions. The latter being a reduction of 65% in one year.**
- **Leadership and management of behavior and attendance.** (Please see dedicated report for this). Continued reduction for the need of use of restrictive physical intervention (RPI) to the lowest figure in the school's history. Therefore, there were nine incidents across the year where pupils were physically held for safety purposes. **This represented a 61% decrease compared to 2017/18 whereby the figure was 23. Incidents were reduced by 19% for the same comparative time frame.** Internal reflection of behavior management and external improvement partner all agree this is an area of outstanding practice. We have supported another SEMH secondary school, a special school for learning difficulties and 24 primary schools within Stevenage, as part of our outreach program (see separate report for outreach). **NO FIXED TERM OR PEMANENT EXCLUSIONS THIS YEAR OR FOR THE PAST THREE YEARS.** Attendance systems have been reviewed and altered, and attendance finished the year at 93.7%. External validation reports available for behavior and attendance.
- **Leadership and management of the curriculum.** Even with the AHT in charge of this area departing for maternity leave in December, we managed to establish the new Chris Quigley



Essentials curriculum and its associated assessment procedures firmly and appropriately. Our internal curriculum review in 2017/18 enabled us to be clear about our intent with this new curriculum model. Lesson observations and work scrutiny's demonstrated that staff were using this as prescribed. Increased moderation events (internal and external) ensured that our judgements for meeting age related expectations were accurate. The implementation of 'Hands on Mondays', alongside numerous other activities (Stunning Starters, Fantastic Finishes, dedicated Life Skills course, Thursday skills, Friday reward, MAPS –Music, Art and Performance Skills and MAD-Music, Art and Drama) enabled greater application of a Kinesthetic learning style which also aided the reduction of incidents, coupled with improved motivation for learners. Impact is demonstrated via levels of progress (see report), reduction in need for RPI, decreased incidents and good level of attendance.

- Leadership and management of Safeguarding**-Due to the excellent communication and procedural systems for this area, Sian Ford was able to lead on this when Bianca Osobu left for maternity leave. We were also able to bring back a recently retired Deputy Headteacher (Jane Kimpton) who led on this area at Larwood, until she left in July 2018. Additionally, we recruited another member of the staff to be trained in this area-Nic Newman. Therefore, we increased our number of staff able to deal with such issues to 5, with 4 being present during the course of the majority of the year in 2018-19. We introduced a weekly briefing meeting for all staff on Mondays, which supplemented other leadership practice. At the end of each meeting, one member of staff would randomly sample a file to check for information, notes and follow up actions. Safeguarding has led to a variety of actions including numerous challenges with other parties to ensure swift and correct support/action. Please refer to Headteachers notes/examples-confidential.
- Leadership and management of personal development.** This continued in the same vein as last year, with a strong focus on day to day wellbeing, application of the Life Skills courses via Skills afternoons, the introduction of Coaches and Rangers (peer to peer coaching after course/qualification and making an impact in the local community via various events including litter picking and supporting the elderly). Great emphasis placed on personal safety throughout the year, and pupils are well versed in the key questions about being able to access a trip. This includes 'are you safe and can you be trusted.' Please ask any pupil for proof! We have had the most support ever from our local Police force including 'one to one' work with individuals as well as assemblies on staying safe that focused on the use of the internet. A wide range of pupils took part in developmental activities such as horse riding, a PGL trip away for 3 days, a whole year group trip to London to see Aladdin as well as a performance of Aladdin to the rest of the school.
- Leadership and management of British Values.** We have continued to drip feed these values through to pupils via formal and informal events and curriculum activities. As noted above we have had the best support possible (in comparison to previous years) from the Police. Meetings with pupils and attendance at assembly has taken place. The rule of law has been reinforced carefully, Democratic process and its value is seen day by day, with pupil voice being sought in a variety of scenario's, and an elected pupil council. Respect and tolerance are encouraged via formal curriculum planning and via our rigorous behavior management policy. Where we have seen dips in standards, we have reacted accordingly,



for example, one class having specific sessions around respect for each other. We have also added to the breadth of our curriculum this year to engender further respect and tolerance of others via trips to places of worship and exploration of alternative faith/cultures. A key aspect of pupil led change at Larwood is for them to take responsibility for themselves, their actions and their learning. Our continued pattern of reduced RPI's, incidents, increasing number of pupils achieving our Shirt Award program (90+/100 points each week for at least 6 weeks in a row) also indicated good progress in this area. This year 36% of the school population have achieved this status.

- Leadership and management of well-being pupils/staff.** Attendance data indicating 93.7% attendance, reduction in the use of RPI by 61% reduced incidents by 19%, all indicate positively for general well-being of pupils and staff. The introduction of class led initiatives such as meditation and mindfulness seem to have been well received but need thorough review. Supportive therapies for certain pupils included horse riding, school based therapy dog, externally sourced therapy dog, counselling, art therapy, school based family and pupil support worker, and use of an externally sourced family and community based support worker were all deployed. Reports and pupil voice all seemed to be positive (one area of exception) and data as noted previously enhances this view. Well-being for staff has been enhanced by involving staff in continuous discussions and then acting accordingly when possible. Our current provision of Perkbox discounts, free weekly fitness session delivered at school, unique attendance reward scheme, access to counselling and financial support via our insurance scheme provide comprehensive coverage when compared with others. Sometimes small things mean a lot to the staff and therefore when we announced we would be refurbishing the staff room, we asked for their views and ideas. One suggestion was to have two microwaves instead of one to avoid the waiting time during a relatively short lunch time break. This was solved within days! Further actions are already planned for next year.
- Leadership and management of CPD.** A comprehensive CPD program has been delivered and records of this are available. A number of sessions were evaluated by staff and actions take where needed, as well as feedback shared with staff who delivered the training. Comments have included 'more in-depth knowledge of record of concerns', 'made me revisit the safeguarding policy', 'the features and symptoms of psychosis were well detailed and explained at good pace. In fact, the trainer explained every aspect of psychosis that he brought up', and importantly:

'Helpful and look forward to the next one. Good to see that our comments last year have directly influenced the training this year as well'.
- Leadership and management of finance and resources.** Our documented minutes from Finance, Premises and Personnel meetings (see minutes) indicate continued stringent planning for financial matters and allocation of resources to enhance learning. The annual audit indicated great strength in systems and their application and we remain financially stable and ready to deal with the unknown factors (Brexit/Governmental instability/lack of funding etc.), but remain hopeful that key figures will come to their senses and direct more money to where it is needed!



What should Larwood School do to enhance better pupil progression, as a result of this self-evaluation, next year?

DESCRIPTION	DESIRED IMPACT	INDICATORS FOR SUCCESS	ANY COST?
Leadership of curriculum and assessment, and specific focus on raising the performance of pupils in Maths by Year 6.	Revision of process and practice based on staffing changes in 18/19 to previous systems Increased performance level in SATs that is appropriate to cohort dynamics and ability.	Clear lines of accountability for all staff. Increased view of both areas as increase in time with staffing will allow for this.	Additional cost of returning staff to full time timetable/pay. Time to establish and embed changes-minimal. Additional allowance cost of TLR's for new posts (2700x 2)
Continue to drive through tweaks that support the reduction of RPI and incidents for all pupils when compared to original starting point of intro for Steps (2014)	Overall aim of 0 for RPI and low rate of incidents that compare well with any other SEMH primary school and/or many mainstream schools.	Data for July 2020.	Continued level of well trained and motivated staff, suitably resourced-see budget plans.
Add to the composition of staff support for literacy and numeracy and create specific posts for this	Additional level of support and challenge for Lit/Num plus improvement in SAT performance for yr 6 where cohort appropriate.	6 additional training sessions delivered by leads and evaluated as good by staff. All staff seen teaching by the leads once per year with feedback. Additional data review supported by leads and creation of at least 3 intervention groups by July 2020.	2 x TLR allowances of 27000
Revisit our approach to tracking and monitoring personal development	Renew approach to this with greater consistency and analysis.	Termly review/analysis of data alongside other assessment data.	Time



Consider and apply MAT based leadership structure pending HT review board decision in July 19	Brandles as part of Larwood MAT by Jan 2020	Creation of MAT and procedures by Jan 2020	Grant for such change is £75k
Plan for MAT expansion according to HT review board decision in July 19, based on a three year perspective.	A six school MAT by 2023, with all schools classed as good/outstanding and all financially stable	One school added by July 2020. Two other schools added by 2021. Six schools by 2023	Initial costs covered by associated grants, but process would seek to reduce costs for the MAT via economy of scales
Following the ending of contract with external family support worker, review, source and monitor additional therapeutic support for individual pupils.	Following review, a newly created and implemented approach that will be better suited to the range of needs expressed.	Individual criteria selected based on pupil needs, but also pupil and parent voice would all be positive by Sept 19	£6k per year
Well-being for staff Self-evaluation process	Continued focus on well-being for staff to ensure we remain as a notable leader in this area for SEMH schools within the country Addition of an external review process – Challenge Partners. This would supplement Ofsted, School Improvement Partner, and Autism Accreditation via National Autistic Society Review and alteration of appraisal process	-Consultation/Review of current pay and conditions for LASA staff, with appropriate alteration by Xmas 19 -Introduction of Perk Box medical, by Nov 19 By July 2020, Challenge Partners (along with others) would have confirmed our internal view of outstanding status and practice. A revised appraisal process (intro Sept 19) would enable greater depth of discussion for personal/pupil and school progression	This would depend on number of sick days taken as this is the area being targeted for change -£2k per year Perk Box £4. Per person per month. £2016/year. CP-£3000/year Time for activities.

